

Dr. Fredrick Robinson, Superintendent of Education

Office of Special Services

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JOB DESCRIPTION
Quitman County School District
Madison Shannon Palmer High School
(FULL TIME)
2024-2025 School Year

TEACHER-SPECIAL EDUCATION (INCLUSION)
(224 or 221 Endorsement Required)

MISSION

The mission of the Special Education Program is to individualize the instruction and support of special education students based on specific identified needs in order for them to achieve at their highest level.

VISION

To prescriptively address identified areas of academic and/or behavior deficits through the use of evidence-based practice and curriculum that focuses on closing learning gaps and preparing our students for the future.

Purpose Statement

The job of Inclusion Teacher – Special Education was established for the purpose/s of providing support to the instructional process by serving as a teacher with specific responsibility for developing special education students' success in academics, interpersonal skills and activities of daily living; supervising students within the classroom and other assigned areas; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

This job reports to Principal and Director of Special Education

Functions

- Responds to emergency situations for the purpose of resolving immediate safety concerns and /or directing to appropriate personnel for resolution. *One Voice, One Sound – One District*

- Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
- Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.

Essential Functions

- Adapts classroom work, after collaborating with other teachers in full inclusion classrooms, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Provide accommodations and modifications to students according to student IEP for the purpose of ensuring that student receives a FAPE (Free and Appropriate Public Education).
- Documents EVERYTHING (at regular reviews of IEPs and conferences with parents and when contact is made to or from anyone concerning the student) for the purpose of that services are being properly being provided to the student.
- Regular communication with parent about the child's needs and progress through phone calls, letters, and secure emails.
- Develops IEPs according to assessment reports for the purpose of remaining in compliance with the rules and regulations of IDEA.
- Administers developmental testing programs, subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- Administers, if nurse is not available, first aid and assistance for the purpose of providing appropriate care for children as assigned.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.



- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Counsels students for the purpose of improving performance, health status, problem solving techniques and a variety of personal issues.
- Demonstrates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
- Instructs students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, nap times, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings, including IEPs and any other meetings necessary for the students' academic, emotional, and social well-being for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, IEPs, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state and federal laws and school board policies.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Ensures that all paperwork, as it relates to special education, is turned in according to deadlines set by the principal and special education director.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, high complex, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily

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perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform in all subject areas if need be; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development; and behavioral management strategies.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently required independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing a maintaining constructive relationships, adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; and working flexible hours.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires 25% sitting, 10% walking, and 65% standing. This job is performed in a clean and healthy environment.

Experience Job related experience is required

Education Bachelor's Degree or Higher in job related area

Certificates & Licenses MS Educator's Certification/License (224 or 221)

Clearances Criminal Justice Fingerprint/Background Clearance

Continuing Education/Training Required in Order to Maintain Certification/License

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